**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: Topic 4 Written by Karen Pedersen and Lori Hatton**  **The Envision Lesson: 4-5: Dividing by 1-Digit Divisors KaKkkk Writte** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Need bag of small wrapped candy & sandwich baggies sets of number chips  Ten frames of each student/group division frame  Math journal and student book bingo game (using division problems) | dividend  divisor  quotient  digit |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| *Ask “How many students have been to a candy factory? ” “What did you see?” “How is the candy packaged? What shapes/sizes are the boxes or packages used? How much candy goes into each? Why? We will pretend today that we work in a candy factory and have to count and make fair packages. (Sandwich baggies)* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? Give students a set of digits and a division frame. Discuss what each word means and have students place and identify where each number belongs and what it is called when in that location in the problem. 2. How will you provide multiple opportunities for vocabulary to be used in context? Develop and play a “bingo” vocabulary game as a review, with number examples instead of words. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  *Show students a bag of small candy such as Tootsie Rolls. Ask if they think there is enough candy for us to share. Then divide students into small groups and give them a scoop of candy and a tens frame to use to “fair shares”(divide) into tens. Then count the groups of ten and report the amount. Add all groups findings together and discuss. Were there any extras? Decide as class what to do with extras.* | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Each group will draw a picture of their findings and label. Share ideas with class. Show Envision video and stop on frame of candle picture. Students draw the picture of the video example in our math journals. Finish watching video and ask why the video used numbers rather than draw pictures. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  In their math journals, continue discussion by asking them to use numbers to describe their pictures of the box of candles. Using the numbers in the Guided Practice problems #1 and #2, ask how many candies they would each get if the shared evenly. Remind them that using numbers is a faster way to show our thinking. Have students volunteer to model on the board the next two problems and share their thinking. Students then try the final two problems in their math journals. Show answers individually to teacher. If correct go on to assignment. If not, work with teacher or partner to build understanding. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT**  **Correct independent work, assess if reteaching is needed, and for whom.**  (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Go to the “math game” box. (These consist of previously taught center activity games that they are already familiar with). Recommendation for this lesson would be Center Activity 4-3 “Is your answer reasonable”. Or practice math flash cards with a partner. | |
| **HOMEWORK** | |
| Assign pg 95 student addition #9-28 (20 problems). IF NOT COMPLETED IN CLASS, FINISH AT HOME. ☺ | |